



**Plum Creek Elementary School
Weekly Lesson Plan**

**Grade Level: 3rd
Subject: Math
Week of: September 15-19**

	Monday	Tuesday	Wednesday	Thursday	Friday
S.E.s	Math 3.3A	Math 3.3A Math 3.3B	Math 3.3C	Math 3.7A	Math 3.3D
Student Friendly Objective (Posted Daily)	I will be able to represent fractions using concrete objects and pictorial models.	I will be able to identify fractions on a number line.	I will provide descriptions along with symbols for writing fractions.	I will be able to explain fractions as distances between 0 and 1 on a number line.	I will be able to compose and decompose fractions into a sum of its parts.
Do Now/ Warm Up	Numerator and denominator vocabulary exercise	Mentoring Minds p.32 #5-6 STAAR like question on representing fractions	Go Math Lesson 4.7 p.80 #3-5	Go Math Lesson 4.9 p.90 #1	Mentoring Minds p.45 #8-9
Direct Teach and Guided Practice (List resources)	Teach fractions that are greater than 0 and less than or equal to 1. The denominators may be 2,3,4,6 and 8. Model to the class using concrete models that are linear in nature to build to the use of strip diagrams and number lines. Go Math Lesson 4.6 p.76	Teach fractions for a specified point on a number line that may be halves, thirds, fourths, sixths, and eighths. Go Math Lesson 4.7 p. 79-80	Teach fractions with a denominator of 2,3,4,6, and 8. Students will be guided in describing or explaining the fraction as the quantity formed by one part of a whole that has been divided into equal parts.	Guide students in relating this concept to ruler measurements. Teach students that any fraction or decimal to the tenths or hundredths may be represented as distances from 0 on a number line.	Focus on non-unit fractions with denominators of 2,3,4,6,and 8. The numerator should not be larger than the denominator. Students are expected to describe fractional parts of whole objects. Go Math Lesson 4.9 p.93 #2-8
Independent/Student Practice (List resources)	Students are expected to represent fractions using concrete and pictorial models, including strip diagrams and number lines. Go Math Lesson 4.6 p.77 #1-13	Students are expected to demonstrate part to whole representations using tick marks on a number line. Go Math Lesson 4.7 p.81 #12-19	Students will demonstrate an understanding of parts, wholes, and equals of fractions. Go Math Lesson 4.8 p.86 #2-16	Spiraled Instruction Review: As students work with unit fractions, they will make connections to their representation on a number line as the tick marks between 0 and 1.	Students are expected to compose and decompose fractions. Ex: $7/8 = 1/8 + 6/8$; $7/8 = 2/8 + 5/8$; and $7/8 = 3/4 + 4/8$ Go Math Lesson 4.9 p. 94 #1-19



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Exit Ticket (Daily Assessment)	Mentoring Minds p.32 #3-4 Representing Fractions	Go Math Lesson 4.7 p.82 #23 Class Discussion	Go Math Lesson 4.8 p.87 #25 Vocabulary- unit fraction and partitioning	Mentoring Minds p.54 #6 Representing Fractions	Go Math Lesson 4.9 p.95 #17 Non-unit Fractions
Homework	Fraction Worksheet #1-10 Representing fractions w/ denominators of 2,3,4,6, and 8	Go Math HW 4.7 Fractions P.83 #1-15	Teacher created HW #1-10 Writing fractions	Go Math HW 4.9 p.92 #6-20	Mentoring Minds HW p. 78 #28-39
Reteach Review Extension (Differentiated Instruction)	Reteach: Review: Extension:	Reteach: Review: Extension:	Reteach: Review: Extension:	Reteach: Review: Extension:	Reteach: Review: Extension: